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Curriculum Strategies
IEP Project

Glen

Grade: 5

Category: Orthopedic Impairment

Glen is an 11 year old student who is working at grade level in most areas. He has cerebral palsy and uses a wheelchair for mobility. He uses assistive technology to compose and produce written work (uses “speech to text” software). He is allowed to use a calculator for some math problem solving, but he can recall multiplication and division facts to 5 fluently. Glen has had a number of surgeries in the past 3 years which have interrupted his learning in the 2-4th grades. His parents do as much as they can with him at home, but their evenings are usually filled with physical care or therapeutic appointments to follow up on his recent surgeries.

Glen was observed in his inclusive 5th grade class for English/Language Arts. He was also observed in an inclusive classroom setting for math. In addition, notes from a conversation with Glen and his mother about his goals are included in this observation report.

Math

Inclusive 5th grade class. . Instruction was aligned to Grade 5: **Number and Operations—Fractions.**

- Apply and extend previous understandings of multiplication and division to multiply and divide fractions

Glen worked with a peer on 3 word problems that required quick recall of multiplication and division facts to solve problems with fractions (Ex: “ $\frac{2}{3}$ of a cup of yogurt is shared among 4 friends. How much does each person receive if they share equally?”) Glen appeared to understand the nature of the problem (that the $\frac{2}{3}$ cup needed to be divided by 4) and was able to express that as an equation on his laptop (using *Microsoft Word “Math Type”* tools), However, he could not efficiently multiply or divide the numbers in the equation to solve the problem accurately. His peer was able to do the math “in his head” but Glen needed to set up and enter data into the calculator he is allowed to use for some math problems. Glen expressed that he was frustrated every time he had to use his calculator because it “slowed down his thinking” and focus on the problem solving. He knows that in 6th grade he will be required to work more

extensively with multiplying and dividing fractions, and he would like to be more efficient with recalling basic multiplication facts.

English Language Arts.

Inclusive 5th Grade Class. Instruction was aligned to:

1) New York State Common Core English/Language Arts Standards for Writing:

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

2) New York State 5th Grade Social Studies (content of informational essay drawn from Social Studies standards):

Demonstrate geographic, economic, and social/cultural understandings related to the United States, Canada, and nations in Latin America today

During English/Language Arts, Glen worked on developing a five sentence paragraph in response to the writing prompt, “Choose a country in Latin America and describe your life if you lived in that country.” He started by stating the topic sentence, “If I lived in Brazil, my life would be very different than it is in the United States.” The sentence appeared on his word document, and then he generated numerous facts about Brazil. His sentences were not well organized, and he could not determine which details supported his topic and which were unnecessary to the essay. In addition, he did not provide a coherent “wrap up” to the paragraph. His writing appeared to consist of random ideas about Brazil that did not respond to the writing prompt. His teacher noted that although Glen is proficient using the writing software, he cannot do the organizational pre-writing work to compose a coherent, five sentence paragraph. She is concerned that he will not be able to keep up with the demands of writing essays, a skill which his other classmates have already begun to develop.

Conversation with Glen and his mother about IEP accommodations:

Glen’s mother asked to meet because she was concerned that his social studies and science teacher were not remembering to allow him to take breaks during his class tests (Glen’s accommodations page in the IEP states that he is allowed to take a 3-5 minute break to reposition every 30 minutes when he is using his laptop to complete written work). His mother said that she often reminds Glen to remind his teachers during the test, but he says that he gets so wrapped up

in his work that he forgets, too! His mother asked what could be done to ensure that Glen receives his accommodations.

Glen and his mother also shared that he missed a great deal of school during the time when his peers were becoming proficient with multiplication and division facts. Glen would like to become fluent with multiplication and division facts to 12 so that he can use his laptop to set up the equations, and do the math “in his head” like his peers. She said that she would help at home with anything the teacher wanted to try to help him learn his multiplication and division facts.

Case Study Student Name: Glen Grade Level: Grade 5 Disability Category: Orthopedic Impairment
Present Level of Performance: Math Glen can recall multiplication and division facts to 5 fluently; he can understand the nature of problems with fractions and was able to express the answer to a problem that contained a fraction as an equation on his laptop (using <i>Microsoft Word</i> “ <i>Math Type</i> ” tools). Glen cannot efficiently multiply and divide the numbers in the equation to solve the problem that contained a fraction accurately, he also needed help to set up and enter data into his calculator. Glen’s difficulty with being able to efficiently multiply and divide numbers in math equations impairs his ability to access the general education curriculum.
Annual Goal: Math Given intermittent support from adults and peers, Glen will be able to efficiently recall basic multiplication facts with 85% accuracy by the end of 5 th grade.
What will be measured? Glen’s ability to recall multiplication facts when solving math problems. How? (attach sample tool) Math Fluency Chart
Present Level of Performance: English/Language Arts Glen can compose a topic sentence about his life in Brazil; Glen can also generate numerous facts about Brazil. Glen is also proficient using the writing software. Glen cannot create well-organized sentences, he cannot determine which details support his topic and which details were unnecessary to the essay, and he cannot provide a coherent “wrap up” to

his paragraph. Glen also cannot do the organizational pre-writing work to compose a coherent, five sentence paragraph.

Glen's difficulty with creating an organized, cohesive paragraph impairs his access to the general education curriculum.

Annual Goal: English/ Language Arts

Given visual prompts and intermittent support (e.g. teachers' support, graphic organizers etc.), Glen will be able to create organized, cohesive essays by the end of 5th grade.

What will be measured? Glen's ability to create organized paragraphs in order to form a cohesive essay.

How? (attach sample tool) Task Analysis for Writing for a Model

Present Level of Performance: Non-Academic Skill

Glen can express his frustration when he has to use his calculator (he stated that it "slowed down his thinking" and focus on the problem solving).

Glen cannot remember to remind his teachers about his IEP accommodations, during his social studies and science tests.

Glen's difficulty with reminding his teachers about his IEP accommodations (3-5 minute break) during social studies and science tests impairs his access to the general education curriculum.

Annual Goal: Non-Academic Skill

Given visual prompts, Glen will remember to remind his teachers about his IEP accommodations (3-5 minute break) during social studies and science tests by the end of 5th grade.

What will be measured? Glen's ability to remind his teachers about his 3-5 minute break, during testing.

How? (attach sample tool) Self-Determination Checklist

Glen

Task: Recalling multiplication facts

Math Fluency Progress Monitoring Chart

Date	# correct in 1 minute	Date	# correct in 1 minute

# Correct	Week 1	Week 2	Week 3	Week 4

Student: <u>Glen</u>			Task: Writing organized, cohesive essays					
State Standard: NYS Common Core Grade 5: Write informative texts to examine a topic and convey ideas and information clearly								
Steps: ↓	Date: →							
1. A. Selects words/phrase for subject from model								
B. Select word/phrase for predicate from model								
C. Select ending punctuation								
(repeat steps for number of sentences expected during 1 trial)								
Number Performed Correctly Independently								
Where:								
With Whom:								
Student:				Task: Writing from a model using Writing Software (such as Clicker 5)				

State Standard:									
Steps:	↓	Date:	→						
1. A. Selects words/phrase for subject from model									
B. Select word/phrase for predicate from model									
C. Select ending punctuation									
(repeat steps for number of sentences expected during 1 trial)									
Number Performed Correctly Independently									
Where:									
With Whom:									

Self-Determination Checklist

Glen's Goal:

He will remember to remind his teachers about his 3-5 minute break during testing.
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To accomplish this goal I will:

Glen's Progress:

1 st Quarter
2 nd Quarter
3 rd Quarter
4 th Quarter

Simon

Grade 6

Category: Autism and Intellectual Disability-Moderate

Participates in Alternate Assessment to Alternate Achievement Standards

Simon attends the middle school in his community, receiving services for most of the day (80%) in a self-contained class for students with significant disabilities. However, he also participates in collaboratively planned learning activities in an inclusive 6th grade classroom for science and reading and attends lunch, recess and PE (with support of a TA) with his peers without disabilities.

Math

Self-Contained Setting. Instruction was aligned to:

New York State Grade 6 Alternate Achievement Standard for Math, Numbers and Operations Strand, Equations and Inequalities: Use whole numbers and symbols and equal sign to translate verbal or written sentences into algebraic equations.

Simon's class is comprised of 12 students with significant disabilities, one teacher and two teaching assistants (12:1:2).

Simon participated in an adapted math lesson in which he listened to a story, followed the story written in text adapted with pictures and considerate text in his math workbook, and projected on a SmartBoard in front of the class. The teacher directed the lesson, with each TA monitoring a small group of 6 students. The students were working at individual desks in a "U" shape facing the SmartBoard.

The teacher followed a story-based problem solving task analysis for math, in which she selected students to respond to each step of the problem solving process. Data collected on the student response form showed that Simon independently responded to the attention getter step (1), needed verbal prompts to follow story in book, identify problem and identify 1st fact, and full physical prompts (hand over hand) to find remaining facts, organize facts on the graphic organizer and solve the problem.

The teacher is working collaboratively with a 6th grade team to include her students in math lessons with their peers. Students in the 6th grade class will work on constructing and solving one variable equations in the third quarter, and Simon's teacher is preparing her students to be able to independently follow their task analyses with occasional verbal or gestural re-direction from a peer tutor in the general education class.

English-Language Arts

Inclusive 6th Grade class. Instruction was aligned to Grade 6 NYS Reading Standard: Read, write, listen and speak to obtain information, Grade 6 Performance Indicator: Identify main idea and supporting details. Alternate Achievement Standard: Attend to or read to recognize main idea in informational text.

Simon and 3 of his classmates from the self contained setting participated in a collaboratively planned lesson in the 6th grade classroom. The students from the self-contained setting were seated at tables throughout the room with their peers without disabilities. An instructional TA attended with them and assisted all students in the classroom.

The students were reading the novel, *Island of the Blue Dolphins*. Simon's teacher had prepared her students by using the story-based lesson task analysis to read each chapter of the adapted version in their self-contained setting. For this participation activity, Simon was seated with two peers without disabilities to read the third chapter and watch a short video from the movie version with the class. Simon first listened to the 6th grade teacher read the full version of Chapter 3, with peers pointing out key pictures and details from his adapted text to Simon as the teacher read. The teacher then showed a clip of the movie that depicted the chapter she just read, followed by the students reading the adapted version of Chapter 3 as a summary exercise. As the adapted version was read, the teacher followed the Story-Based Lesson task analysis. Simon was able to respond independently to the first 5 steps. Simon was able to literal questions about details with only one gestural prompt (peer pointed to picture in adapted chapter). With an inferential question about the main idea, Simon needed 3 verbal prompts (guiding questions) to answer.

Simon's teacher is working with the 6th ELA teacher to have her students with disabilities continue with other adapted novels and respond to each step of the lesson task analysis as independently as possible.

Lunch and Recess

Simon's class attends lunch and recess at the same time as his peers without disabilities from the 6th grade inclusive class. However, during recess, Simon stays by himself on the playground. He occasionally has gone up to peers and tried to get their attention by taking away the ball they were using, or by interfering in the game. The other students were tolerant at first, but now are tired of having Simon approach them on the playground. Simon's parents have expressed a concern that they would like Simon to learn to act appropriately with peers without disabilities during recess.

Case Study Student Name: Simon

Grade Level: 6

Disability Category: Autism and Intellectual Disability- Moderate

Present Level of Performance: Math

During an adapted math lesson, Simon can independently respond to the attention getter step (1), can follow the story in the book with verbal prompts, can identify the problem and identify the 1st fact with verbal prompts, can find the remaining facts with full physical prompts (hand over hand), and can organize the facts on the graphic organizer and solve the problem with full physical prompts (hand over hand).

Simon cannot follow the story in the book independently, identify the problem and identify the 1st fact independently, find the remaining facts independently, and organize the facts on the graphic organizer and solve the problem independently.

Simon's difficulty with independently completing steps 2-10 on the story-based problem solving task analysis for math impairs his access to the general education curriculum.

Annual Goal: Math

Given peer support and occasional verbal and gestural prompting, Simon will independently complete steps 2-10 on the story-based problem solving task analysis for math with 85% accuracy by the end of 6th grade.

Objective: Given faded prompting, Simon will learn how to follow the story in the book independently.

Objective: Given visual aids and representations, Simon will learn how to identify the problem, identify the 1st fact and find the remaining facts independently.

Objective: Simon will use manipulatives and other forms of low-tech assistive technologies to organize facts on the graphic organizer and solve the problem independently.

What will be measured? Simon's ability to independently follow the story-based problem solving task analysis for math.

How? (attach sample tool) Story-Based Lesson Task Analysis For Math

Present Level of Performance: English/Language Arts

Simon can sit and listen to the 6th grade teacher read the full version of Chapter 3 of *Island of Blue Dolphins*, with his peers pointing out key pictures and details from his adapted text, as the teacher read. Simon can then sit with two peers, without disabilities, to read the adapted version of the third chapter of *Island of Blue Dolphins*, he can also watch a short video from the movie version of *Island of Blue Dolphins* with the class. Simon can respond independently to the first 5 steps of the story-based task analysis, he can answer literal questions about details with only one gestural prompt, and he can answer an inferential question about the main idea with 3 verbal prompts.

Simon cannot independently answer literal questions about details, and he cannot independently answer an inferential question about the main idea.

Simon's difficulty with independently answering literal and inferential problems from the story-based task analysis impairs his access to the general education curriculum.

Annual Goal: English/ Language Arts

Given intermittent support from adults and peers, Simon will independently complete steps 6-11 on the ELA Story-Based Lesson Task Analysis with 85% accuracy by the end of 6th grade.

Objective: Given choices from a story-board, Simon will answer literal and inferential problems from the story.

Objective: Given verbal prompting, Simon will complete steps 6-11 on the ELA story-based lesson task analysis.

Objective: Given flashcards that contain pictorial cues, Simon will complete steps 6-11 on the ELA story-based lesson task analysis.

What will be measured? Simon's ability to independently complete steps 6-11 on the ELA Story-Based Lesson Task Analysis

How? (attach sample tool) ELA Story-Based Lesson Task Analysis

Present Level of Performance: Non-Academic Skill

Simon can, occasionally, approach peers on the playground.

Simon cannot initiate interaction with peers in non-structured settings; when he does try to approach peers, he cannot act in an appropriate manner (e.g. he takes away peers' ball, he interferes with games).

Simon's difficulty with appropriately initiating contact with his peers, in non-structured settings, impairs his access to the general education curriculum.

Annual Goal: Non-Academic Skill

Given non-structured settings, Simon will appropriately initiate contact with peers with minimal prompting by the end of 6th grade.

Objective: During a role-played scenario with his teacher, Simon will appropriately introduce himself, using proper greetings.

Objective: Given a social skills instructional class, Simon will learn how to remain the appropriate distance from his peers when initiating a conversation.

Objective: Given peer-support (e.g. a playground buddy), Simon will learn the appropriate mannerisms for social interaction.

What will be measured? Given non-structured settings, Simon will appropriately initiate contact with peers, with minimal prompting, by the end of 6th grade.

How? (attach sample tool) Self-Determination Checklist

Step	Teacher Does:	Day 1	Day 2	Day 3	Day 4	Day 5	Simon's Response List expected responses
1	Gain attention	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	
2	State objective	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	
3	Present story and read title	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	
4	Ask for prediction: “What is this story about?”	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	
5	Read story	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	
6	Read problem statement & give student opportunity to identify problem statement	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	
7	Ask, “How will we find out?” Find facts	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	
8	Wait for response	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	

9	Solve problem	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	
10	Re-state problem in context, state solution	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	
	Total	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	

Student: Simon
Week of:_____

Total Independent _____ Prompted:_____

Step	Teacher Does:	Day 1	Day 2	Day 3	Day 4	Day 5	Simon's Response: List expected responses
1	Gain attention	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	
2	Review vocabulary and symbols	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	
3	Ask for prediction	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	
4	Read title	___I	___I	___I	___I	___I	

		___P	___P	___P	___P	___P	
5	Read author	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	
6	Ask, "How do we get started?"	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	
7	Read text/Text point	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	
8	Pause for repeated story line	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	
9	Pause for finding word or picture	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	
10	Opportunity to point to chosen line	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	
11	Ask for comprehension question/review prediction	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	
	Total	___I ___P	___I ___P	___I ___P	___I ___P	___I ___P	

Student: Simon

Week of: _____

Total Independent _____ Prompted: _____

Self-Determination Checklist

Simon's Goal:

Simon will appropriately initiate contact with peers with minimal prompting by the end of 6 th grade.
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To accomplish this goal I will:

Simon's Progress:

1 st Quarter
2 nd Quarter
3 rd Quarter
4 th Quarter

Student Name: Glen

How this student can participate:

When Glen talked to his mother about his IEP accommodations, he explained that he wanted to be able to become fluent with multiplication and division facts. During the IEP meeting, his mother could ask him to share this information with the IEP team. This will help make him feel involved in decisions made about his own learning.

Student Name: Simon

How this student can participate:

During the IEP meeting, Simon can introduce himself and his parents to the IEP team. He can also draw a picture that illustrates his goals for school or his feelings about being in the classroom.